

Predictive Powers of Burnout and Self-Compassion on Job Performance of Secondary School Teachers in Rivers State, Nigeria

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Abstract -The study investigated the predictive powers of burnout and self-compassion on job performance of secondary school teachers in Rivers State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a correlation research design. The population of the study comprised all the 14,233 (6,830 male and 7403 female) teachers in the 247 public secondary schools in Rivers State. The sample size of the study was 845 (367 male and 478 female) teachers. The proportionate stratified sampling technique was used to arrive at the sample size. Three instruments titled “Self-Compassion Scale” (SCS), “Teachers’ Burnout Scale” (TBS) and Teachers’ Job Performance Scale (TJPS) were used for data collection. Face, content and construct validities were ensured. The reliability coefficients of 0.80, 0.71 and 0.86 for TBS, SCS, TJPS were determined using Cronbach alpha. Simple regression was used to answer the research questions while the hypotheses were tested with t-test associated with simple regression. It was found that the predictive powers of burnout and self-compassion on job performance of teachers were 18.6% and 55.4%. Moreso, burnout and self-compassion are significant predictors of teachers’ job performance in public secondary schools in Rivers State, Nigeria. It was recommended that school principals should routinely utilize the services of Psychologist to mentor and manage the stress levels of the teachers before they degenerate to burnout. A friendly and enabling environment should be provided by the Principals in order to enhance teachers’ compassion.

Keywords: Burnout, Self-Compassion and Job Performance

I. INTRODUCTION

Teachers are the inserters of education curriculum. Specifically, teachers’ duties in the school cover classroom management, classroom control, lesson preparation, lesson delivery and students’ discipline. Every teacher’s performance is hinged on the content and context of responsibilities assigned to him/her mostly in the teaching domain. It is expectant that teachers should perform in line with the content and context of their job schedule. Corroborating the view of job description is Manpower Nigeria (2016: 1) outlined job description of teachers at the secondary school levels to be:

- Managing pupil behaviour in the classroom and on school premises, and applying appropriate and effective measures in case of misbehavior;

- Preparing and delivery lessons to a range of classes of different ages and abilities;
- Marking work, giving appropriate feedback and maintaining records of pupils’ progress and development;
- Participating in developmental meetings, parents’ evenings and whole school training events;
- Liaising with other professionals, such as learning mentors, careers advisers, educational psychologists and education welfare officers;
- Undergoing regular observation and participating in regular in-service training (INSET) as part of continuing professional development (CPD);
- Researching new topic areas, maintaining up-to-date subject knowledge, and devising and writing new curriculum materials;
- Selecting and using a range of different learning resources and equipment including podcasts and interactive white boards;
- Undertaking pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual’s basis through academic or personal difficulties;
- Preparing pupils for qualifications and external examinations;
- Supervising and supporting the work of teaching assistants, trainee teachers and newly qualified teachers (NQTs) in outings, social activities and sporting events.

The teachers’ job performance is measured based on the teachers’ job schedule as highlighted above by Manpower Nigeria. It is worthy of note that a teacher cannot be assessed outside the job area but the assessment must be in tandem with the description of the job. The teachers drive and disposition to the job area has potential embodiment that can bring about job performance. Teachers may not perform well on their job if they are not psychologically stable. Teachers who experience prolonged stress in carrying out their duties may experience work burnout.

Burnout may be seen as the prolonged and excessive stress that affects the physical, emotional and cognitive disposition of a worker. Burnout is a state of emotional and physical exhaustion caused by excessive and prolonged work

stress (Ekechukwu, 2008). Workers who experience burnout display some symptoms like headache, dizziness, confusion, nausea, and flu which may impede and disrupt the psychology to carry out the work effectively and efficiently. Burnout is not friendly to the workers because it could lead to avoidable terminal health problems and organization failures like stroke, paralysis and low productivity. Majority of the teachers teach with a whole lot of family and work problems which may reduce efficiency and effectiveness in their functional areas. Interestingly, Khmour, Durrah and Harrison (2015) found that the degree of job burnout experienced by the administrative staff (teachers) leads to low personal performance. In a similar development, Gorji (2011) revealed that job burnout among personnels has some reverse effect on their performance. Moreso, Manochehri, and Malekmohammadi (2015) revealed that job burnout cause reduced job performance among workers. In the same vein, Abdulla and Yeun (2011) revealed that there was a significant correlation between burnout and job performance. Teachers who are aware of adverse effects of stress to the quality of life tend to develop self-compassion.

Self-compassion implies resilience and the ability to have self pity in the face of task challenges. Self-compassion requires that we experience vulnerability and suffering, which is uncomfortable for a lot of us (Weiss, 2018). Self-compassion is the ability of the teacher to properly have self pity based on the quantity of responsibilities assigned to him/her. It denotes withdrawal from responsibility because of the feeling that it may hurt or injure one's personality. Self-compassion enables us to understand ourselves and put limit to our emotions mostly when we are underachieving or failing in a particular task responsibility. The components of self-compassion are self-kindness, common humanity and mindfulness. Self-kindness could be seen as the ability for one to run away from issues or jobs of great worries (Akama, 2018). Therefore, self-kindness means being kind to yourself by avoiding unnecessary work pressure. Common humanity is buttressed on the ability of the employee to remember that he is a human being and not meant to suffer. The practice of common humanity enables one to be socially competent (Afam, 2017). The third aspect of self-compassion is mindfulness. Mindfulness is emotional disposition that enables one to accord attention to experiences within and around the individual (Afam, 2017). Mindfulness is strictly the awareness that ensues as a result of proper attention on issues around an individual. A study conducted by Azubuike (2016) revealed among others that self-compassion significantly relates to teachers' job satisfaction in secondary schools in Abia State, Nigeria. In the investigation of Mohamadu (2015), it was reported that teachers who consider themselves first have satisfaction in their job as well as job performance. Empirically, Aboul-Ela (2017) recorded a positive relationship between workplace compassion and job performance (task and contextual constructs). Based on the backdrop of this study, it is very glaring that no study was done on the predictive power of burnout and self-compassion on teachers' job performance in secondary schools in Rivers

State, Nigeria. Therefore, this study was set out to cover this lacuna by investigating the predictive power of burnout and self-compassion on teachers' job performance in secondary schools in Rivers State, Nigeria.

II. STATEMENT OF THE PROBLEM

Researches and personal experience have shown that teachers' job performance in secondary schools is on the decrease. The case of public secondary schools in Rivers State is not an exemption. From the researchers' experience, public secondary schools in Rivers State are replete with poor teachers' commitment and engagement. This could be ascertained from the poor academic performance of students in internal and external examinations. It appears that some of the teachers lack commitment to their duties. This could be seen in their lateness to duty, absenteeism, abscondment, eye service, insubordination, and molestation of students under their custody.

Such teachers may exhibit lapses in classroom management and control, lesson preparation, lesson delivery and students' discipline. This scenario is unsatisfactory and may lead to poor quality assurance and control as well as increased level of cultism, examination malpractice, bullying, and the display of aggressive behaviours among students in the schools which may impede achievement of the lofty goals and objectives of education. Factors such as attitude, interest, motivation, achievement orientation etc, have been found to influence teacher's job performance. It is not certain, whether burnout and self-compassion also contribute to teachers' job performance in secondary schools especially in Rivers State. The problem of this study therefore in a question form is: to what is the extent do burnout and self-compassion predict job performance of teachers in secondary schools in Rivers State?

III. AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to determine the predictive powers of burnout and self-compassion on job performance of secondary school teachers in Rivers State, Nigeria. Specifically, the study sought to:

- 1) Determine the predictive power of burnout on job performance of secondary school teachers in Rivers State, Nigeria.
- 2) Establish the predictive power of self-compassion on job performance of secondary school teachers in Rivers State, Nigeria.

IV. RESEARCH QUESTIONS

The following research questions guided this study.

- 1) What is the predictive power of burnout on job performance of secondary school teachers in Rivers State, Nigeria?
- 2) To What extent does self-compassion predict teachers' job performance in secondary schools in Rivers State, Nigeria?

V. HYPOTHESES

The following null hypotheses were tested at 0.05 level of significance.

- 1) Burnout does not significantly predict job performance of secondary school teachers in Rivers State, Nigeria.
- 2) Self-compassion does not significantly predict job performance of secondary school teachers in Rivers State, Nigeria.

VI. METHODOLOGY

This study adopted a correlational research design. The population of the study comprised all the 14,233(6,830males and 7,403 females) teachers in the 247 public secondary schools in Rivers State. The sample size of the study was 845 (367 males and 478 females) teachers drawn from 247 public secondary school in Rivers State based on Taro Yamenen's formula which gave the minimum sample size to be 382 which justified the sample size as adequate and representative of the population.

The instruments that were used for data collection are three self designed non cognitive instruments namely "Self-Compassion Scale" (SCS), "Teachers' Burnout Scale" (TBS), and Teachers' Job Performance Scale (TJPS) respectively. The Self Compassion Scale with 8 items was designed after the 4 point Likert Scale of Strongly Agree, Agree, Disagree and Strongly Disagree with maximum and minimum scores of 32 and 8, Teachers' Burnout Scale had 11 items with minimum and maximum scores of 44 and 11. Teachers' Job Performance Scale had 15 items with maximum and minimum

response scores of 60 and 15. Face, content and construct validities were ensured in this study. The internal consistency determined through Cronbach alpha technique gave the reliability coefficients of Teachers' Burnout Scale, Teachers' Self-Compassion Scale and Teachers' Job Performance Scale to be 0.80, 0.71 and 0.86 respectively. Simple regression was used to answer the research questions, while t-test associated with simple regression was used to test the null hypotheses at 0.05 level of significance.

VII. RESULTS

Research Question 1

What is the predictive power of burnout on job performance of secondary school teachers in Rivers State, Nigeria?

Table 1: Simple regression of predictive power of burnout on job performance

Model	R	R Square	Adjusted R Square
1	.432 ^a	.186	.185

Table 1 revealed that burnout has regression coefficient of .432. The predictive power is ascertained with regression square when subjected to 100%. Therefore, the predictive power of burnout on job performance was 18.6% (.186 * 100) the remaining variance of 81.4% was accounted for by other variable than burnout.

Hypothesis 1

Burnout does not significantly predict job performance of secondary school teachers in Rivers State, Nigeria.

Table 2: t-test associated with simple regression of the prediction of burnout on job performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	70.964	2.111		33.611	.000	Hypothesis is rejected
	Burnout	-.831	.060	-.432	-13.895	.000	
a. Dependent Variable: performance							

Table 2 showed that the t-test value associated with simple regression was 13.895 and was significant at 0.000 when subjected to alpha level of significance of 0.05. Therefore, the null hypothesis is rejected. This implies that burnout significantly predicted job performance of secondary school teachers in Rivers State, Nigeria with predictive power of 18.6%.

Research Question 2

To what extent does self-compassion predict teachers' job performance in secondary schools in Rivers State, Nigeria?

Table 3: Simple regression of self-compassion on teachers' job performance

Model	R	R Square	Adjusted R Square
1	.745 ^a	.554	.554

Table 3 revealed that self-compassion has a high positive relationship with job performance with regression coefficient of .745. The predictive power is ascertained with regression square when subjected to 100%. Therefore, the predictive power of self-compassion on job performance was 55.4% (.554 * 100), the remaining variance of 44.6 was accounted for by other variable than self-compassion.

Hypothesis 2

Self-compassion does not significantly predict job performance of secondary school teachers in Rivers State, Nigeria.

Table 4: t-test associated with simple regression of the prediction of self-compassion on job performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	76.363	1.083		70.515	.000
	Self-compassion	-1.038	.032	-.745	-32.391	.000
a. Dependent Variable: performance						

Table 4 showed that the t-test value associated with simple regression was 32.391 and was significant at 0.000 when subjected to alpha level of significance of 0.05. Therefore, the null hypothesis is rejected. This implies that self-compassion significantly predicted job performance of secondary school teachers in Rivers State, Nigeria with predictive power of 55.4%.

VIII. DISCUSSION OF FINDINGS

Burnout and Job Performance

The study revealed that the predictive power of burnout on job performance of teachers was 18.6% in secondary schools in Rivers State. In agreement with the finding of this study were Khmour, Durrah and Harrison (2015), Gorji (2011) and Abdulla and Yeun (2011).

According to Khmour, Durrah and Harrison (2015) found that the degree of job burnout experienced by the administrative staff (teachers) leads to low personal performance. The possible reason why the finding of Khmour and Harrison agreed with the present study could be attributed to the fact that burnout is the outcome of prolonged stress which has the ability and potential to affect the psychological disposition of the individual. Stress has been reported to affect job performance in the negative dimension let alone when it degenerates to burnout. Workers who experience burnout are faced with emotional, physical and physiological conditions that can affect their concentration to discharge their duties expectedly. Burnout has been associated with emotional exhaustion and excessive fatigue which can affect teachers' ability to carry out their statutory responsibilities effectively and efficiently. This result goes on to reveal that teachers with burnout are at the verge of recording low job performance. They require emotional stability to be productive. Therefore, if the teachers are extremely burdened and saddened, they will lack the required mental, physical and emotional disposition to discharge their duties.

Teachers who record burnout in their responsibility may likely get bored and underperform. Gorji (2011) also revealed that job burnout among personnels has some reverse effect on their performance. Manochehri, and Malekmohammadi (2015) revealed that job burnout cause reduced job performance among workers. By implication, job burnout accounts for emotional exhaustion which will impede for job performance. Interestingly, significant authors have reported empirically that the presence of burnout among

workers predict low job performance in the organization mostly in the school. This means that the performance of the teachers decrease with respect to increasing emotional exhaustion, depersonalization and vice versa. Burnout significantly predicted job performance in secondary schools in Rivers State. Morealso, the finding of this study agreed with Abdulla and Yeun (2011) who revealed that there was a significant correlation between burnout and job performance. The possible reason why Yeun and the present study showed significant prediction of low job performance could be traceable to the fact that both studies used human beings as the respondents who have emotions.

However, Manochehri, and Malekmohammadi (2015) revealed that job burnout has no significant difference with job performance. Their findings totally disagreed with the finding of this study which showed that burnout brings about low job performance in secondary schools in Rivers. The possible reason why the finding of Manochehri, and Malekmohammadi differed from the present study could be that the respondents of their study may have acquired enough coping strategy to manage the work stress. It is therefore necessary to note that burnout has a significant power to bring about low job performance of teachers in secondary schools in Rivers State, Nigeria.

Self-Compassion and Performance

The predictive power of self-compassion on job performance was 55.4% in secondary schools in Rivers State. It is amazing that self-compassionate recorded a very high predictive power on job performance because the feeling of an employee is paramount in the discharge of statutory functions. It is worthy to note that teachers who have self worth and enabling work environment will contribute immensely to productivity. Teachers who value their life before work are expected to underperform but the reverse was the case of this finding which showed that the teachers performed very well. Buttressing the finding of this study were Azubuike (2016), Mohamadu (2015) and Aboul-Ela (2017).

Azubuike (2016) found among others that self-compassion significantly relates with teachers' job satisfaction in secondary schools in Abia State, Nigeria.

The teachers who are healthy emotionally and socially have the tendency to do well in their various areas of job specifications. Job characteristics are associated with personal characteristics of the employers and employees.

More also, Mohamadu (2015) reported that teachers who consider themselves first have satisfaction in their job as well as job performance. The likely reason why Mohamadu's finding was in line with that of this study maybe due to the fact that both of them worked on teachers who teach at the secondary school levels. The hypothesis revealed that self-compassion significantly predicted job performance of teachers in secondary school in Rivers State, Nigeria. The hypothesis that showed significant prediction of self-compassion on job performance has made it very clear that teachers who possess self regard, self control, self worth and value achieve high rate of performance more than their counterparts who do not have such emotional dispositions. Aboul-Ela (2017) also recorded a positive relationship between workplace compassion and job performance (task and contextual constructs). This finding goes on to emphasize that teachers self compassion is very important and indispensable in the attainment of their job performance in secondary schools in Rivers State, Nigeria.

IX. CONCLUSION

Based on the findings of this study, it was concluded that burnout and self-compassion independently predicted job performance by 18.6% and 55.4% respectively. Moreso, burnout and self-compassion are significant predictors of teachers' job performance in public secondary schools in Rivers State, Nigeria.

X. RECOMMENDATIONS

1. The school principals should routinely invite services of Psychologist to examine and advice on the stress level of the teachers before it degenerates to burnout.
2. The compassion of teachers should be encouraged by the principals through friendly and enabling environment.

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